



The Impact of Morale, Welfare, and Recreation (MWR) Programs on Aviator Retention

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14. ABSTRACT In the U.S. Navy, there are two main bases where fighter squadrons are based—Naval Air Station (NAS) Oceana and NAS Lemoore. A belief widely held by those familiar with life at NAS Lemoore is that the paucity of local leisure and recreation opportunities is affecting QOL among those stationed at NAS Lemoore. The objective of this study was to compare QOL and the impact of MWR programs on retention among officers and enlisted in the aviation community at both. A second focus of this study examined the impact of the MWR golf program on retention at NAS Lemoore and NAS Oceana. NAS Oceana was selected as the comparison base for this study because it had a similar mission with the same broad range of recreation programs/services with the exception of an on-base golf course (NAS Lemoore does not have an on-base golf course whereas NAS Oceana does). Results generally support the notion that there is a significant relationship between life need satisfaction and organizational outcomes (i.e., global QOL, job performance, organizational commitment, and retention plans). Results also indicate that satisfaction with MWR Programs appeared more consistently related to global QOL and organizational commitment than retention plans. When asked directly, most respondents from both bases reported that MWR programs had neither a positive nor negative effect on retention plans. In examining the impact golf courses have on Sailor retention, golf at neither location appears to be related to retention plans.					
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The Impact of Morale, Welfare, & Recreation (MWR) Programs on Aviator Retention

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**Institute for Organizational Assessment
(PERS-14)**

Navy Personnel Research, Studies, & Technology

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Study Background

NPRST

- **NAS Lemoore and NAS Oceana are the Navy's primary Master Jet Bases**
- **Personal/family opportunities vary by base location**
- **CINCPACFLT and CO NAS Lemoore believe that ...**
 - **...geographic limitations are affecting aviator retention, and**
 - **...additional MWR programs/activities would positively affect aviator retention**
- **PERS-65 (MWR) asked NPRST to examine the impact MWR programs have on aviator retention**

In the U.S. Navy, there are two main bases where fighter squadrons are based - Naval Air Station (NAS) Oceana and NAS Lemoore. NAS Oceana is located on the Mid-Atlantic seaboard near Virginia Beach, Virginia while NAS Lemoore is located in the central valley of California, equidistant to Los Angeles, San Francisco, and Sacramento. One of the major differences between these two base areas is the availability of leisure and recreation activities. NAS Oceana is located in a popular tourist area within twenty minutes of a relatively large metropolitan area, Norfolk, Virginia (population 201,166). Norfolk hosts a vast array of leisure activities, including shopping malls, professional sports teams, a number of movie theaters, clubs, and restaurants. NAS Lemoore has no large city nearby, and leisure activities are limited to those offered in the City of Lemoore (population 27,396).

A belief widely held by those familiar with life at NAS Lemoore is that the paucity of local leisure and recreation opportunities is affecting QOL among those stationed at NAS Lemoore. Although each base has a typical inventory of QOL programs, there are some differences in programs offered at each base (e.g., NAS Lemoore offers free on-base movie theaters - NAS Oceana does not; NAS Oceana offers an on-base golf course - NAS Lemoore does not). Because there are opportunities for Sailors stationed at NAS Oceana to use leisure and recreation programs in the civilian community, these differences in on-base programs are believed to affect the QOL environment at NAS Lemoore more than at NAS Oceana. In response to these beliefs/perceptions, Navy Morale, Welfare, and Recreation (MWR; PERS-65)

Background - Leisure & Recreation Research

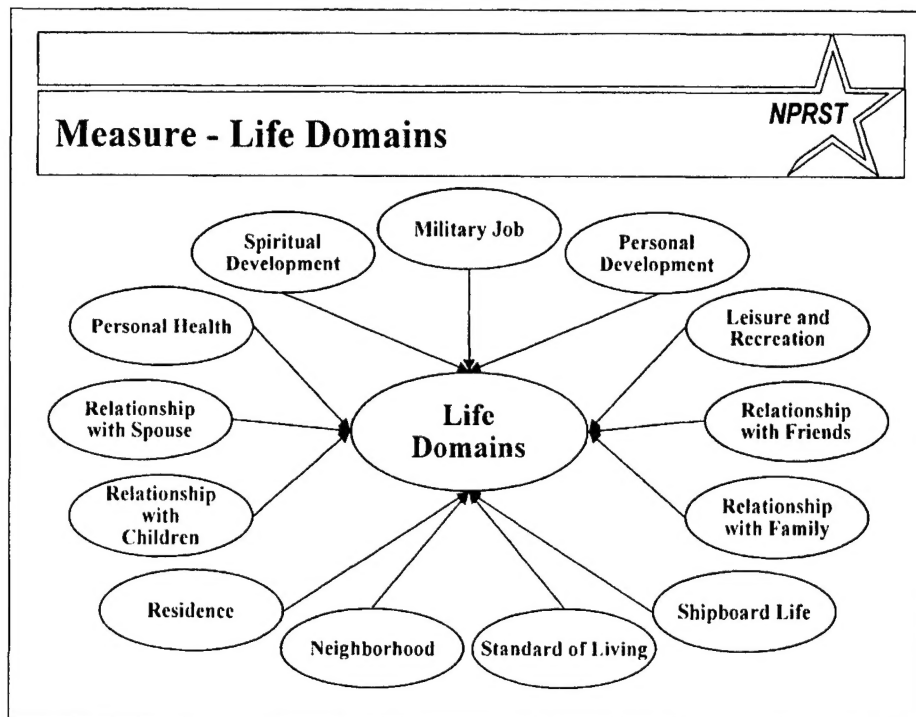
NPRST

- **Life needs (Kerce, 1995; White, Baker, & Wolosin, 1998; Wilcove, Wolosin, & Schwerin, 2001)**
 - **Generally show a significant relationship between leisure and recreation and organizational outcomes**
 - **Leisure does not add to models of retention behavior**
- **MWR program evaluations (Rosenfeld & Uriell, 2000; Schwerin, Michael, Glaser, & Uriell, 2001)**
 - **Showed a significant relationship between MWR programs and perceptions of readiness**
 - **Moderate to weak relationship between programs and retention plans**

was tasked with evaluating the impact of its recreation programs/services on aviator retention at NAS Lemoore.

Navy Personnel Research, Studies, and Technology (NPRST) developed a two-pronged research approach to evaluate Sailor QOL - a life needs approach and a program evaluation approach. Life needs are measured by rating satisfaction or perceived impact of life domains, where life domains might be seen to represent life needs (Andrews & Withey, 1976; Campbell, Converse, & Rodgers, 1976). Navy Personnel Research and Development Center (NPRDC - now NPRST) researchers first used the life domains approach to evaluate QOL in the Marine Corps (Kerce, 1995; White, Baker, & Wolosin, 1998) and this approach was eventually applied to evaluating QOL in the Navy (Wilcove, Wolosin, & Schwerin, 2001). Life domains studies typically included residence, neighborhood, leisure and recreation, health, friends and friendships, marriage/intimate relationship, relationship with children, relations with relatives, standard of living/income, professional development (job), and personal development. In addition to this list, the Navy QOL survey included domains on shipboard life and spiritual development.

Results from Navy and Marine Corps domain studies indicate that the primary drivers of QOL are personal and professional development. Structural equation modeling (SEM) of the relationship between life needs and global QOL indicate that professional development, personal development, relationship with one's spouse, standard of living/income, residence, and



leisure and recreation were most strongly related to QOL in the Marine Corps (Kerce, 1995). For the Navy, SEM analyses were conducted examining the relationship between life domain and retention plans. Results indicate that professional development, personal development, relationship with one's spouse, relationship with one's children, standard of living/income, personal health, and shipboard life were most strongly related to retention plans (Wilcove et al., 2001).

The second way that NPRST evaluates QOL in the Navy is a program evaluation approach. This approach has been represented by two separate initiatives over the past several years. One initiative uses a combination customer satisfaction/program evaluation whereas the second initiative was primarily a program evaluation.

Rosenfeld and Uriell (2000) examined customer satisfaction with a number of MWR programs. Typical questions ask respondents to identify which programs they use, reasons for use (or non-use), and perceived impact of MWR in general on organizational outcomes (i.e., global QOL, retention plans). In addition to studying customer satisfaction, MWR asked NPRST to focus on several MWR programs for in-depth evaluation. Results generally indicate that there is widespread satisfaction with MWR programs, and customers believe that these programs positively impact their readiness and retention decision.

Objective

NPRST

- **Examine life needs and perceived impact of leisure and recreation programs at NAS Lemoore and a similar NAS in a different geographic location (NAS Oceana)**
 - **Summarize life needs at each base, describe differences**
 - **Examine life needs that are related to retention plans**
 - **Examine perceived impact of MWR programs on retention plans**

Schwerin, Michael, Glaser, and Uriell (2001) used a program evaluation initiative where program users were asked to rate a QOL program they used in terms of how well it met their QOL needs. The relationship between these patron ratings and organizational outcomes (i.e., QOL, readiness, and retention plans) was examined. Results indicate that there is a strong relationship between MWR programs and outcomes of QOL and readiness but less of a relationship between programs and retention plans.

The objective of this study was to compare QOL and the impact of MWR programs on retention among officers and enlisted in the aviation communities at NAS Lemoore and NAS Oceana. A second focus of this study examined the impact of the MWR golf program on retention at NAS Lemoore and NAS Oceana. NAS Oceana was selected as the comparison base for this study because it had a similar mission with the same broad range of recreation programs/services with the exception of an on-base golf course (NAS Lemoore does not have an on-base golf course whereas NAS Oceana does).

Specifically this study will:

1. Summarize satisfaction with life needs for Sailors at NAS Lemoore and NAS Oceana.
2. Examine the life needs that are significantly related to organizational outcomes (i.e., global QOL, job performance, and retention plans) for Sailors at NAS Lemoore and NAS Oceana.

Measure - Navy QOL Survey (short form)

NPRST

- **Demographics**
- **Life needs or life domains**
 - **Overall satisfaction with life needs**
 - **Impact of life needs on job performance**
 - **Impact of life needs on retention plans**
- **Organizational commitment**
- **Global QOL**
- **MWR Programs**
 - **Availability, Use, and Satisfaction**
 - **Perceived impact of programs on retention plans**

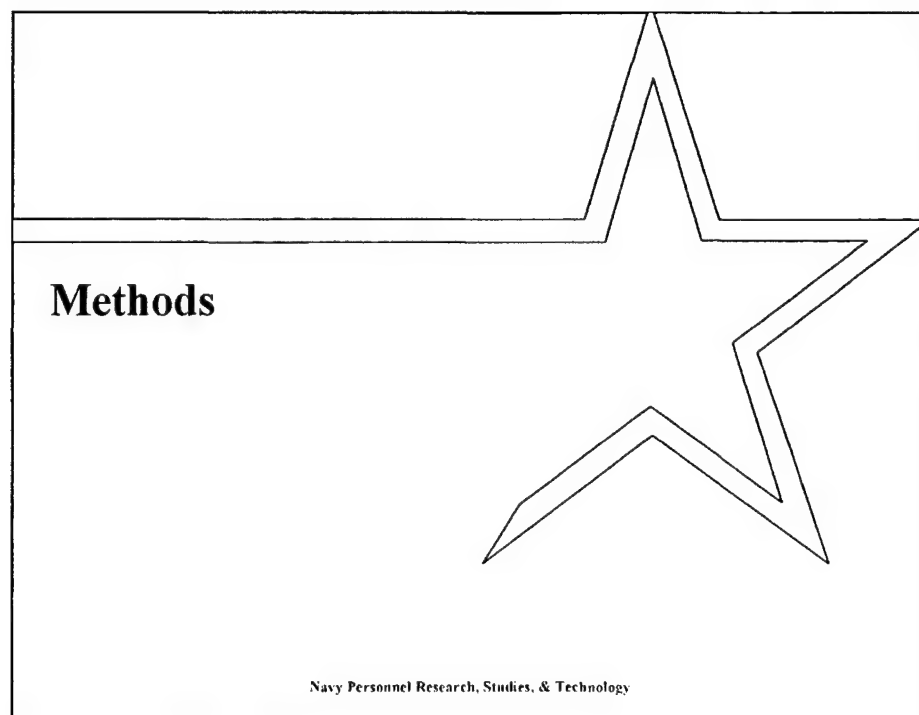
3. Examine the perceived impact of MWR programs on organizational outcomes (i.e., global QOL, job performance, and retention plans) for Sailors at NAS Lemoore versus NAS Oceana.

The Navy Life Domains Questionnaire (See Appendix for a copy of the survey instrument) was adapted from Kerce's 1993 Marine Corps Quality of Life Member Questionnaire (Kerce, 1995) and the 1999 Navy QOL Questionnaire (Wilcove et al., 2001). The first section of this Navy questionnaire was composed of personal and career background items. The remainder of the questionnaire included items and scales related to global QOL, life domains, and organizational outcomes. At a minimum, each life need section asked respondents to rate the domain's impact on their ability to perform their job and the impact the domain had on their plans to stay in the Navy. Additionally, an overall satisfaction question for each life need (i.e., "How satisfied are you OVERALL in each of these areas?") was included in a separate section at the end of the measure. Respondents rated their satisfaction on a 7-point Likert scale where 1 = *Completely dissatisfied*, 4 = *Neutral*, and 7 = *Completely satisfied*. There was a "not applicable" response category for life domains that might not apply to some respondents (i.e., children, marriage/intimate other, relationship with other relatives, and spiritual well-being).

Organizational commitment was measured by creating an aggregate score from a measure of organizational commitment and two items asking participants about their satisfaction with their job and career. The organizational commitment measure was modified from the original affective commitment scale published by Allen and Meyer (1990). Items were modified to refer to the military organization and a Sailor's military job rather than a civilian employer or workplace as referenced in the original measure. The job and career satisfaction items asked respondents to rate their satisfaction with career development and satisfaction with their current job. Both satisfaction with career development and satisfaction with one's current job was measured on a 7-point Likert scale where 1 = *Completely dissatisfied*, 4 = *Neutral*, and 7 = *Completely satisfied*.

Global QOL was measured by a composite of two items. The first global QOL item asked respondents "How satisfied are you with your life overall" while the second item asked respondents "How satisfied are you with your military life." Respondents rated their satisfaction on a 7-point Likert scale where 1 = *Completely dissatisfied*, 4 = *Neutral*, and 7 = *Completely satisfied*. A mean score of both items was calculated to represent perceptions of global QOL.

A section was developed for this evaluation specifically to measure perceived availability, use, and satisfaction with MWR programs. Respondents rated their satisfaction on a 7-point Likert scale where 1 = *Completely dissatisfied*, 4 = *Neutral*, and 7 = *Completely satisfied*. Separate response options were available to indicate whether a program was available on base and whether officers and enlisted in the aviation communities at NAS Lemoore and NAS Oceana chose to use the program. Additionally, a series of questions asked respondents "How important are the following aspects of Navy MWR programs and facilities to your retention decision?" Responses were given on a 5-point Likert scale where 1 = *greatly decreases my desire to stay*, 3 = *no effect on decision*, and 5 = *greatly increases my desire to stay*.



Sampling



- **List of UICs for NAS Oceana and NAS Lemoore obtained by PERS-65**
 - MWR received a list of UICs from PERS-4
 - MWR contacted each base for a list of UICs/Squadrons that were deployed and not available for sampling
- **Stratified, random sample drawn for each base area**
- **Survey materials mailed to base POC**
- **NPRST research team arrived to brief project and distribute materials**

In order to select participants for this study, NPRST worked closely with the study sponsor (Navy MWR) to compile a list of unit identification codes (UICs) for each base. The listing of UICs for each base would help define the population by providing an account of all units at each base. With a listing of base UICs, NPRST then asked the sponsor to have each base MWR director (who served as our on-site point of contact) work with their base Personnel Support Detachment (PSD) to identify UICs that were scheduled for deployment at the time of the data collection. UICs of deployed units would be removed from the sampling frame since they would be unavailable for data collection. Because the purpose of the study was to examine QOL and MWR program impact on Sailors in the aviation community, further refinement of the list of base UICs was required. UICs for non-aviation focused activities were removed from the sampling frame (e.g., recruiting stations, Naval Reserve Officer Training Corps (NROTC) units, and base support activities).

From the refined list of UICs, NPRST developed a sampling plan to guide the sample selection. Sampling with +/-5 percent margin of error for officer and enlisted at each base required a total sample of approximately 1,535 Sailors (NAS Lemoore = 250 officers, 450 enlisted; NAS Oceana = 370 officers, 465 enlisted). The number of required enlisted respondents was over-sampled by 25 percent to account for selected participants who were not able to participate (e.g., Temporary Assigned Duty - TAD, Sick In Quarters - SIQ, etc.). With the list of UICs and numbers of people to be selected, NPRST accessed the enlisted and officer master file (EMF/OMF) and drew a sample representative of commands at each base stratified by officer and enlisted.

Administration

NPRST

- **Surveys delivered to squadron POCs**
- **Squadron POCs given verbal and written instructions for administering the surveys**
- **Upon completion, survey response sheets were collected by squadron POCs, sealed in a pre-paid FEDEX envelope, and returned to NPRST**
- **Note:**
 - **Surveys delivered to squadrons on 30 Aug 01**
 - **Distributed to participants on 4-5 Sep 01**
 - **Likely that data collection was impacted by events of 11 Sep 01**

Because there were so few officers in each squadron, the decision was made to include all officers in the sample. A sample for enlisted at each base was drawn using the list of UICs and numbers of enlisted required for the sample.

With a sample drawn, NPRST collected survey administration materials and mailed them to each respective base (with each base MWR director as the primary point of contact). Survey materials consisted of survey booklets (12 pages each), instruction sheets, optical scan response sheets, and sharpened pencils. A list of written instructions was provided, and this list would be reviewed orally with each squadron point of contact. A pre-addressed, pre-paid express mail envelope was given to each unit point of contact so that response sheets could be collected and mailed to NPRST for processing.

Prior to administering the survey, a researcher from NPRST traveled to each base to brief the base commanding officer on the project, coordinate with their base point of contact, and prepare materials for distribution. Materials were then divided for distribution to squadrons.

Survey administration was set for September 4, 2001. The NPRST researchers would arrive at each respective base a week prior to administration to prepare the materials for distribution and brief base points of contact. All base points of contact were briefed by August 30, 2001. Once distributed to the squadron points of contact (typically the squadron administrative officer), survey materials would then be distributed to those selected to receive a survey.



Results

- **Respondent Characteristics**
- **Life Needs**
- **MWR Program Comparison**

Navy Personnel Research, Studies, & Technology

Upon arriving at each base, NPRST researchers learned that there was an error in the master list of UICs that established the study population. When the list of UICs was requested, only those UICs reporting to each base commanding officer was included. This unintentionally excluded operational squadrons that reported to air wing commanders. These operational squadrons and air wing commanders had an organizational chain of command separate from the base chain of command.

This error required that a new sampling plan be developed that would include all operational squadrons and air wings at each base. Including operational squadrons doubled the sample. Unfortunately, there were only enough survey materials to collect data from either the base UICs or the operational squadrons and air wings. Because the focus of the study was on the aviation community, the choice was made to survey operational squadrons only.

A new sampling plan was developed on-site. Each base PSD was contacted and asked for a list of squadrons with a notation of the number of officer and enlisted in each squadron. The same sampling plan was followed - from each UIC, 100 percent of officers would be sampled and 25 percent of enlisted would be randomly sampled. Sampling of enlisted followed the procedure used for command urinalysis - a procedure that is quite familiar to all squadron administrative personnel. A series of random numbers were drawn from an online random number generator (i.e., <http://www.random.org>).

Results - Sample and Response Rate

NPRST

- Due to an error in the list of UICs, the sample had to be re-drawn, on-site
- Officer and enlisted at NAS Lemoore participated at a much lower rate than Sailors at NAS Oceana

Location	Number Selected	Number Responded	Response Rate
NAS Lemoore	1,213	212	17%
Officer	436	65	15%
Enlisted	777	147	19%
NAS Oceana	1,065	263	25%
Officer	404	93	23%
Enlisted	661	170	26%

NOTE: Response rates provided under-report the actual response rates. Undeliverable surveys (e.g., due to Sailors being on leave, TAD, or otherwise unavailable) were not reported and could not be accounted for in the final response rate estimate.

Squadron administrative officers were given the series of random numbers and instructed to distribute surveys to each enlisted Sailor whose Social Security Number (SSN) ended with the first randomly generated number. If respondents were exhausted for that random number, squadron points of contact were asked to use the second randomly generated number. They would follow this procedure until 25 percent of the enlisted in their squadron were selected to receive a survey. A detailed example of this procedure was included in their instructions and personally reviewed with them.

The overall survey response rate for NAS Oceana was 25 percent while the overall response rate for NAS Lemoore was 17 percent. This response rate is not adjusted for undeliverable surveys (e.g., Sailors being on leave or otherwise unavailable due to the events of September 11, 2001). The actual response rate adjusted for undeliverable surveys may be higher. No attempts were made to contact squadron points of contact to increase response rate out of consideration for the high operations tempo (OPTEMPO) each base was experiencing.

Several sets of analyses were conducted to compare respondents at NAS Oceana and NAS Lemoore on demographic characteristics. An analysis of group differences on demographic characteristics might reveal a difference between groups that might affect the interpretation of results. Several demographic variables were selected for analysis that were thought to be

Results - Respondent Characteristics

NPRST

- No significant differences between respondent groups on participant demographics

Demographic Characteristic	Officer		Enlisted	
	Lemoore	Oceana	Lemoore	Oceana
Gender				
Men	95%	90%	81%	84%
Women	5%	10%	19%	16%
Race				
White	90%	88%	62%	65%
Non-white	10%	12%	38%	35%
Hispanic Status				
Hispanic	8%	6%	20%	21%
Non-Hispanic	92%	94%	80%	79%

potentially related to the QOL life need variables and MWR program variables under investigation. These demographic variables included gender, race (i.e., White, Non-white), Hispanic status (i.e., Hispanic, Non-Hispanic), years of active duty service, long-term career plans, short-term retention intent, TEMPO within the previous 12 months, and typical weekly work load. Chi-square goodness of fit analyses were conducted to test the significance of the relationship between groups.

Respondents were asked to describe themselves on several demographic items, including gender, race, Hispanic status, paygrade band (e.g., E1-E3), whether they had dependents, years of active duty, and duty station (i.e., NAS Oceana, NAS Lemoore). Data on participant race were grouped into two race categories -- *White* and *Non-white*. Respondents in the *Non-white* category were those people reporting their race status as *American Indian/Alaska Native*, *Asian*, *Black/African American*; and *Native Hawaiian/Pacific Islander*. Likewise, data on participant Hispanic status were grouped into two response categories -- *Non-Hispanic* and *Hispanic*. Respondents in the *Hispanic* response category consisted of those reporting their Hispanic status as *Spanish/Hispanic/Latino*, *Mexican/Mexican American/Chicano*, *Puerto Rican*, *Cuban*, and *Spanish/Hispanic/Latino*.

Chi-square tests of significance were conducted to examine any differences that might exist between officers and enlisted at NAS Lemoore and

Results - Respondent Characteristics

NPRST

- Significant difference among respondents from NAS Lemoore and NAS Oceana on years of active duty service
 - Oceana respondents report significantly more enlisted with 4-5 years of active duty service

Demographic Characteristic	Officer		Enlisted	
	Lemoore	Oceana	Lemoore	Oceana
Years of active duty				
1 - 3 years	5%	9%	36%	36%
4 - 5 years	14%	12%	7%	19%
6 - 10 years	25%	24%	16%	10%
11 - 15 years	23%	34%	14%	13%
16 - 20 years	16%	16%	19%	18%
> 20 years	17%	5%	8%	4%

NAS Oceana. Analyses revealed no significant differences between officers and enlisted at NAS Lemoore and NAS Oceana on gender (officer: $X^2 = 1.20$, $df = 1$, $p > .05$; enlisted: $X^2 = 0.53$, $df = 1$, $p > .05$), race categories (officer: $X^2 = 0.20$, $df = 1$, $p > .05$; enlisted: $X^2 = 0.23$, $df = 1$, $p > .05$), and Hispanic status categories (officer: $X^2 = 0.17$, $df = 1$, $p > .05$; enlisted: $X^2 = 0.08$, $df = 1$, $p > .05$).

Groups were examined for differences between respondents from NAS Lemoore and NAS Oceana on years of active duty service. Response categories for this question were *1-3 years*, *4-5 years*, *6-10 years*, *11-15 years*, *16-20 years*, and *more than 20 years* of active duty service. Chi-square tests of significance revealed no significant differences between officers at NAS Lemoore and officers at NAS Oceana on years of active duty service ($X^2 = 7.73$, $df = 5$, $p > .05$). Using an examination of standardized residuals, one can determine the contribution of each cell to the chi-square statistic. Although group differences are not significant, the standardized residual examination shows that the cells contributing to the overall chi-square statistic the most are the difference between officers at NAS Oceana in the *1-3 years*, *11-15 years*, and *more than 20 years* categories of active duty service. NAS Oceana had somewhat more officer respondents with 1-3 years (+4%) and 11-15 years (+11%) of active duty service whereas NAS Lemoore had somewhat more officer respondents with more than 20 years of active duty service (+12%).

Results - Respondent Characteristics

NPRST

- Career plans and short-term retention show no differences between groups

Demographic Characteristic	Officer		Enlisted	
	Lemoore	Oceana	Lemoore	Oceana
Career plans				
Will not stay to retirement	31%	26%	27%	29%
Unsure	20%	24%	20%	24%
Stay until retirement	49%	50%	53%	47%
Short-term retention plans				
Leaving	31%	28%	31%	26%
Unsure	17%	21%	24%	25%
Staying	52%	51%	45%	49%

Significance tests revealed significant differences between enlisted at NAS Lemoore and NAS Oceana on years of active duty service ($X^2 = 12.32$, $df = 5$, $p < .05$). An examination of standardized residuals shows that the cells contributing to the overall chi-square statistic the most are the difference between enlisted at NAS Oceana and NAS Lemoore are the 4-5 years, 6-10 years, and more than 20 years of active duty service cells. NAS Oceana had more enlisted respondents with 4-5 years of active duty service (+12%) whereas NAS Lemoore had more enlisted respondents with 6-10 years (+6%) and more than 20 years (+4%) of active duty service.

Two measures of retention plans were used in this study. The first examined long-term career plans by asking respondents, "How likely is it that you will stay in the Navy at least until you are eligible to retire?" Six response options were available. The first response option is a screen for those Sailors who are retirement eligible. The remaining response options were formatted on a 5-point Likert scale ranging from 1 = *Definitely will NOT stay in the Navy until retirement*, 3 = *Don't know if I will stay in the Navy until retirement*, and 5 = *Definitely will stay in the Navy until retirement*. The second measure of retention plans focused on short-term retention. Respondents were asked, "At your next decision point, how likely is it that you will remain in the Navy?" Respondents first have the opportunity to select a response option for those Sailors who are involuntarily separating. For those Sailors who are not being involuntarily separated, respondents reported their intent on a 5-point Likert.

Results - Respondent Characteristics

NPRST

- TEMPO and hours worked/week showed significant differences between groups

Demographic Characteristic	Officer		Enlisted	
	Lemoore	Oceana	Lemoore	Oceana
TEMPO				
None	6%	2%	31%	8%
Low (1-60 days)	23%	20%	28%	17%
Moderate (61 - 240 days)	68%	74%	41%	72%
High (> 240 days)	3%	0%	3%	3%
Work hours/week				
Average (40 hours or less)	8%	11%	16%	8%
Moderate - High (41-60 hours)	66%	50%	66%	63%
High (> 61 hours/week)	26%	39%	18%	28%

scale where 1 = *very unlikely*, 3 = *undecided*, and 5 = *very likely*. Response categories for both measures were collapsed into categories representing plans to stay, leave, or whether they reported being undecided about their plans

Chi-square tests of significance revealed no significant differences between officers and enlisted at NAS Lemoore and NAS Oceana on long-term career plans (officer: $X^2 = 0.51$, $df = 2$, $p > .05$; enlisted: $X^2 = 0.85$, $df = 2$, $p > .05$). NAS Oceana had somewhat more officer and enlisted respondents unsure about their long-term career plans (officer = +4%, enlisted = +4%) while NAS Lemoore had more enlisted reporting that they were planning to remain in the Navy until retirement (+6%) and more officers reporting that they will not stay in the Navy until retirement (+5%).

Significance tests examining possible differences between officers and enlisted at NAS Lemoore and NAS Oceana on short-term retention plans also revealed no significant differences (officer: $X^2 = 0.51$, $df = 2$, $p > .05$; enlisted: $X^2 = 0.67$, $df = 2$, $p > .05$). NAS Oceana had somewhat more officer respondents unsure about their short-term retention plans (+4%) and more enlisted reporting that they were staying in the Navy (+4%). NAS Lemoore had more officer and enlisted reporting that they planned to leave the Navy (officer = +3%, enlisted = +5%).

An examination of TEMPO was conducted to determine if officers and

enlisted at each respective base had similar TEMPO-related workloads. TEMPO was measured by an item that asked respondents "How many days since October 1, 2000 have you been away from your permanent duty station (berthed out of the area, not at home) for activities such as deployment, work-ups, training, and Temporary Assigned Duty (TAD)?" Response options were 1 = *None*, 2 = *1-30 days (one month or less)*, 3 = *31-60 days (between one and two months)*, 4 = *61-120 days (between three and four months)*, 5 = *121-180 days (between five and six months)*, 6 = *181-240 days (between seven and eight months)*, and 7 = *more than 240 days (nine months or more)*. Response options were collapsed into four response categories in an attempt to examine unusually high or unusually low TEMPO. If there is a deployment, the majority of respondents would report between 61 and 240 days of TEMPO due to deployment-related work-ups and the deployment itself. More than 240 days of TEMPO would represent high TEMPO. Accordingly, the four categories were: 1 = *None*, 2 = *Low TEMPO (1-61 days or one month to two months)*, 3 = *Moderate TEMPO (61-240 days or between two and eight months)*, and 4 = *High TEMPO (more than 240 days or nine months or more)*.

Significance tests examining possible differences between officers and enlisted at NAS Lemoore and NAS Oceana on TEMPO revealed significant differences between enlisted ($X^2 = 43.12$, $df = 3$, $p < .05$) but no significant differences between officers ($X^2 = 1.97$, $df = 3$, $p > .05$). An examination of standardized residuals for enlisted shows that the cells contributing to the overall chi-square statistic the most are the high amount of no TEMPO (+23%) and TEMPO under two months (+11%) and low amount of moderate TEMPO (two to nine months; -31%) among enlisted at NAS Lemoore.

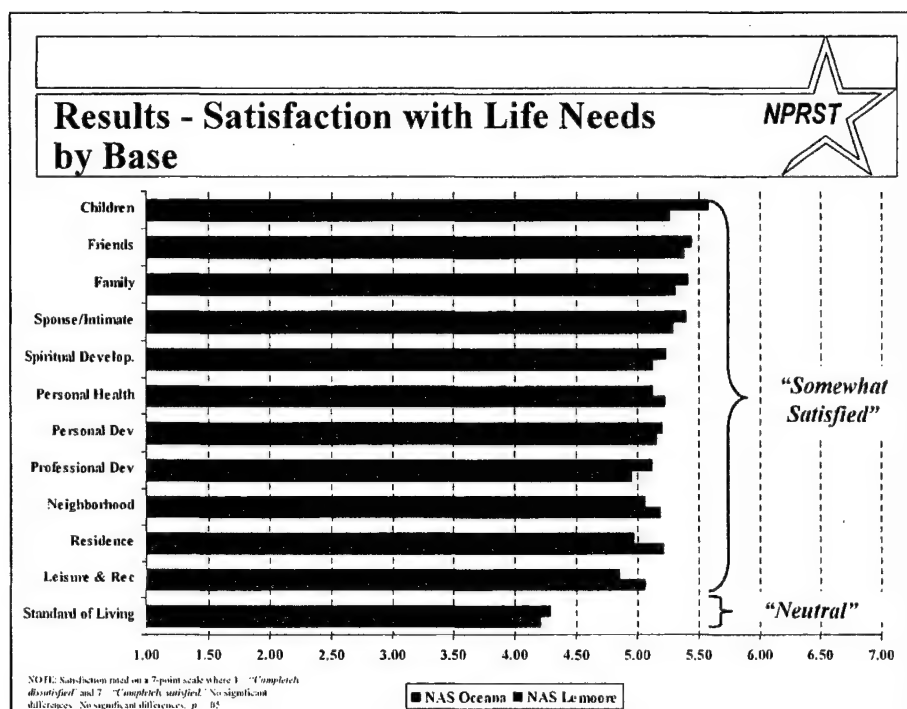
An examination of work hours/week was conducted to determine if officers and enlisted at each respective base had similar weekly workloads. Weekly workload was measured by a single item asking respondents "In your current assignment, how many hours have you worked in a typical week at your Navy job?" Six response options were provided where 1 = *40 hours or less*, 2 = *41-50 hours*, 3 = *51-60 hours*, 4 = *61-70 hours*, 5 = *71-80 hours*, 6 = *81 or more hours*. Response options were collapsed into three response categories: 1 = *40 hours or less/week*, 2 = *41-60 hours/week*, and 3 = *greater than 60 hours/week*.

Significance tests examining possible differences between officers and enlisted at NAS Lemoore and NAS Oceana on weekly workload revealed significant differences between enlisted ($X^2 = 7.02$, $df = 2$, $p < .05$) but no significant differences between officers ($X^2 = 4.06$, $df = 2$, $p > .05$). An examination of standardized residuals for enlisted shows that the cells contributing to the overall chi-square statistic the most are the higher number of respondents reporting their weekly workloads at 40 or fewer hours/week at NAS Lemoore (+8%) and the higher number of enlisted at NAS Oceana reporting weekly workloads at greater than 60 hours/week (+10%).

Results

- **Respondent Characteristics**
- **Life Needs**
- **MWR Program Comparison**

Navy Personnel Research, Studies, & Technology

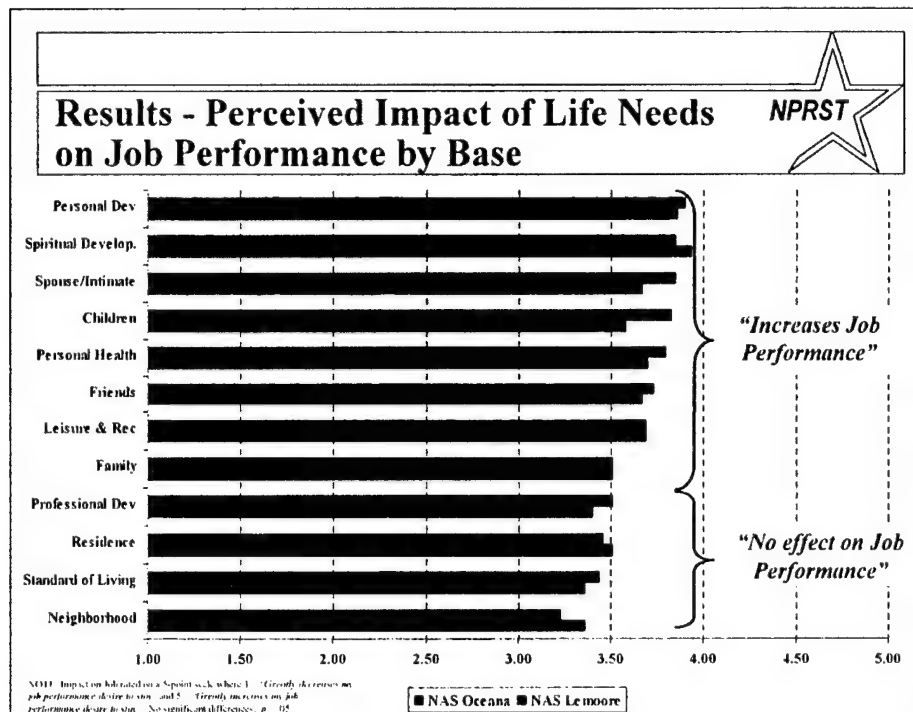


Life needs satisfaction was compared between respondents from NAS Lemoore and NAS Oceana. Life need satisfaction was measured by a series of single items that asked respondents, “How satisfied are you OVERALL in each of these areas?” A list of all life domains followed and respondents rated their satisfaction on a 7-point Likert scale where 1 = *Completely dissatisfied*, 4 = *Neutral*, and 7 = *Completely satisfied*. There was a “not applicable” response category for life domains that might not apply to some respondents (i.e., children, marriage/intimate other, relationship with other relatives, and spiritual well-being).

A series of univariate analyses of variance (ANOVA) were conducted with each life need listed as a dependent variable. Results revealed no significant differences between bases across life need satisfaction scores ($p > .05$). This indicates that respondents from NAS Lemoore and NAS Oceana reported similar ratings of their satisfaction with their life needs.

Interpretation of mean scores show that respondents at both NAS Lemoore and NAS Oceana reported being in the *Somewhat satisfied* (life needs with mean scores from 4.51 to 5.5) range with all life needs but one - Standard of Living was rated in the *Neutral* range (life needs with mean scores from 3.51 to 4.5).

Life need impact on job performance was compared between respondents from NAS Lemoore and NAS Oceana. Life need impact on job performance was measured by a single item in each life domain section that

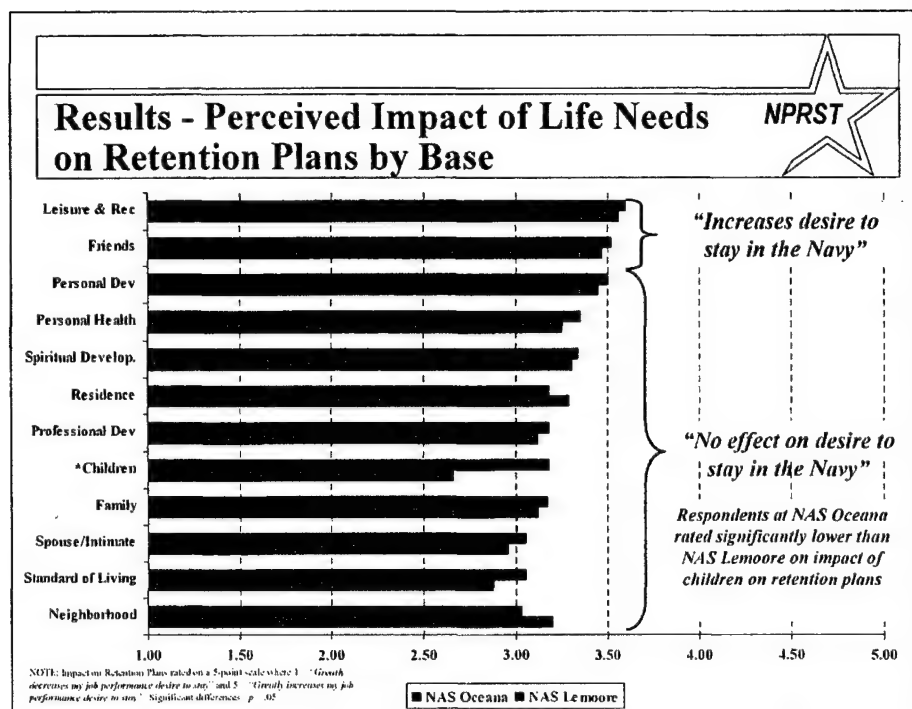


asked respondents, “What impact does this domain have on your ability to do your job?” A list of all life domains followed and respondents rated their satisfaction on a 5-point Likert scale where 1 = *Greatly decreases job performance*, 3 = *No effect on job performance*, and 5 = *Greatly increases job performance*.

An ANOVA was conducted examining the impact each life need had on a respondent’s job performance. Results indicated no significant group differences between respondents from NAS Lemoore and NAS Oceana on the impact each of these life needs has on their job performance ($p > .05$).

Interpretation of mean scores shows that respondents at both NAS Lemoore and NAS Oceana report impact of life needs on job performance primarily in the *Neutral* (life needs with mean scores from 2.51 to 3.5) and *Increases job performance* (life needs with mean scores from 3.51 to 4.5) range. Four life needs -- neighborhood, standard of living, residence, and professional development -- are rated in the *Neutral* range. Eight life needs are rated as positively affecting job performance: relationships with other family/relatives, leisure and recreation, relationship with friends, personal health, relationship with children, relationship with spouse/intimate other, spiritual development, and personal development.

Life need impact on retention plans was compared between respondents from NAS Lemoore and NAS Oceana. Life need impact on retention plans was measured by a single item in each life domain section that



asked respondents, "What impact does this domain have on your desire to stay in the Navy?" A list of all life domains followed and respondents rated their satisfaction on a 5-point Likert scale where 1 = *Greatly decreases desire to stay*, 3 = *No effect on decision*, and 5 = *Greatly increases desire to stay*.

An ANOVA was conducted examining the impact each life need had on a respondent's retention plans. Results indicate significant differences between respondents from NAS Lemoore and NAS Oceana on the impact one's relationship with their children have on their retention plans ($F = 9.71$, $df = 1$, 257, $p < .05$). Respondents at NAS Lemoore rated the impact of children on their retention plans significantly higher than respondents at NAS Oceana. Both groups of respondents rated this life need in the *Neutral* (life needs with mean scores from 2.51 to 3.5) range. All other comparisons between bases on life needs were not significant ($p > .05$).

Interpretation of mean scores shows that respondents at both NAS Lemoore and NAS Oceana report impact of life needs on retention plans primarily in the *Neutral* (life needs with mean scores from 2.51 to 3.5) and *Increases desire to stay* (life needs with mean scores from 3.51 to 4.5) range. Ten life needs -- neighborhood, standard of living, relationship with spouse/intimate other, relationship with family/relatives, relationship children, professional development, residence, spiritual development, personal health, and personal development -- are rated in the *Neutral* range. Two life needs rated as positively affecting retention plans are relationship with friends and leisure and recreation.

Results - Relationship between Life Need Satisfaction NPRST and Organizational Outcomes

Program	Global QOL		Org Commitment		Impact on Retention	
	Pearson <i>r</i>		Pearson <i>r</i>		Pearson <i>r</i>	
	NAS	NAS	NAS	NAS	NAS	NAS
	Lemoore	Oceana	Lemoore	Oceana	Lemoore	Oceana
Professional Dev	.47**	.54**	.60**	.58**	.27**	.23**
Personal Development	.61**	.56**	.47**	.48**	.22**	.26**
Standard of Living	.51**	.46**	.44**	.33**	.32**	.18**
Spouse/Intimate Rel	.53**	.45**	.36**	.32**	.22**	.19**
Children	.48**	.47**	.41**	.35**	.18*	.25**
Leisure & Rec	.56**	.53**	.44**	.42**	.30**	.22**
Residence	.53**	.47**	.47**	.42**	.39**	.22**
Neighborhood	.46**	.44**	.40**	.48**	.33**	.18**
Relationship w/Friends	.60**	.53**	.47**	.38**	.32**	.20**
Relationship w/Family	.56**	.48**	.41**	.31**	.21**	.17**
Personal Health	.47**	.47**	.46**	.37**	.21**	.19**
Spiritual Development	.53**	.48**	.45**	.39**	.20**	.22**

NOTE: Significant differences are indicated by asterisks

* $p < .05$

** $p < .01$

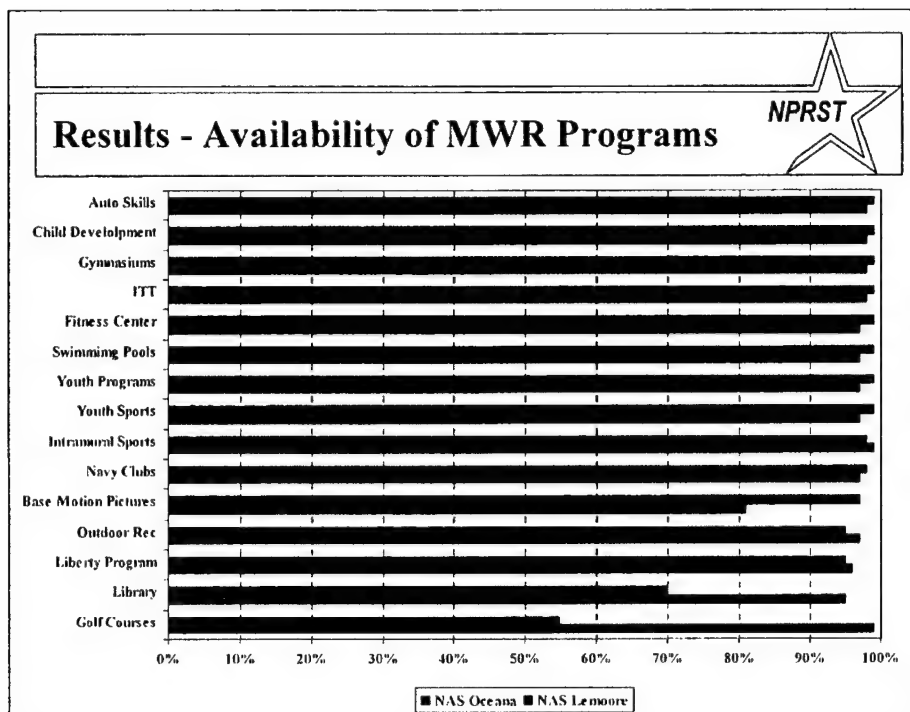
Pearson's correlation tests (r) were conducted to examine the strength and direction of the relationship between life need satisfaction and organizational outcomes. Three organizational outcomes of interest were identified and measured on the survey -- global QOL, organizational commitment, and retention plans. Life needs appear to have a significant relationship with each of these outcome variables.

Correlations between life need satisfaction ratings and organizational outcomes show significant relationships with moderate strength in a positive direction (e.g., as satisfaction with a life need increases, global QOL increases) for each outcome under examination (i.e., global QOL, organizational commitment, and retention plans). The relationships between life need satisfaction and retention intent were significant, but correlations were somewhat lower than correlations with other organizational outcomes.

Results

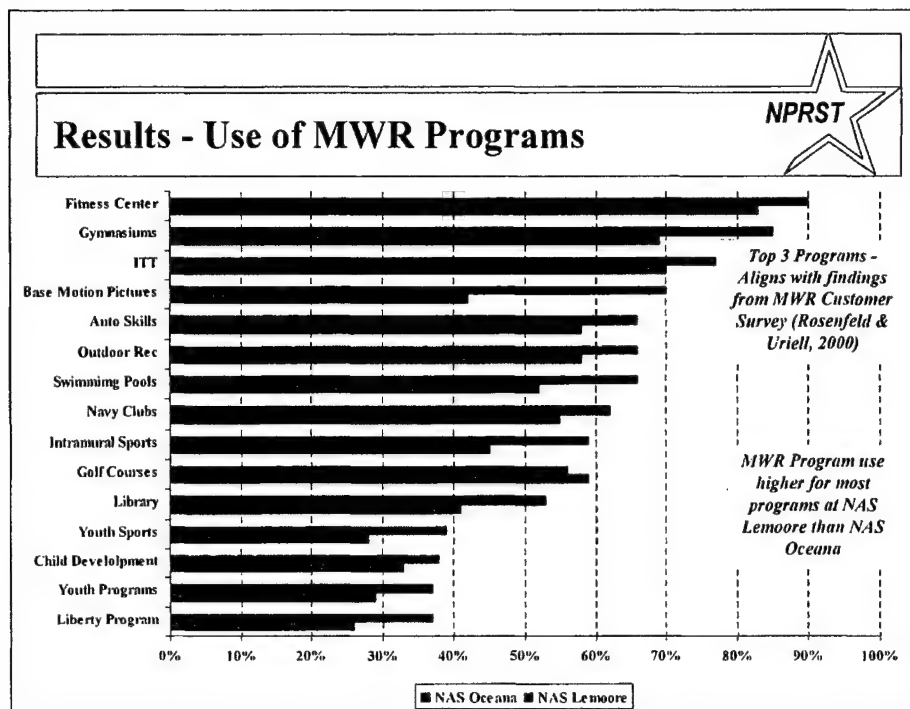
- **Respondent Characteristics**
- **Life Needs**
- **MWR Program Comparison**

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A series of questions embedded in the leisure and recreation domain asked participants about the availability, use, and satisfaction with MWR programs on base. Specifically, the survey question asked respondents “How satisfied are you with the following aspects of Navy MWR programs and facilities?” For each program, there was a response option that would indicate two reasons why respondents would not provide ratings of program satisfaction -- *Program not available on base* and *Don't use the program*. If a program was available on base and the respondent used the program, they would then rate their satisfaction with the program on a 7-point Likert scale where 1 = *Completely dissatisfied*, 4 = *Neutral*, and 7 = *Completely satisfied*.

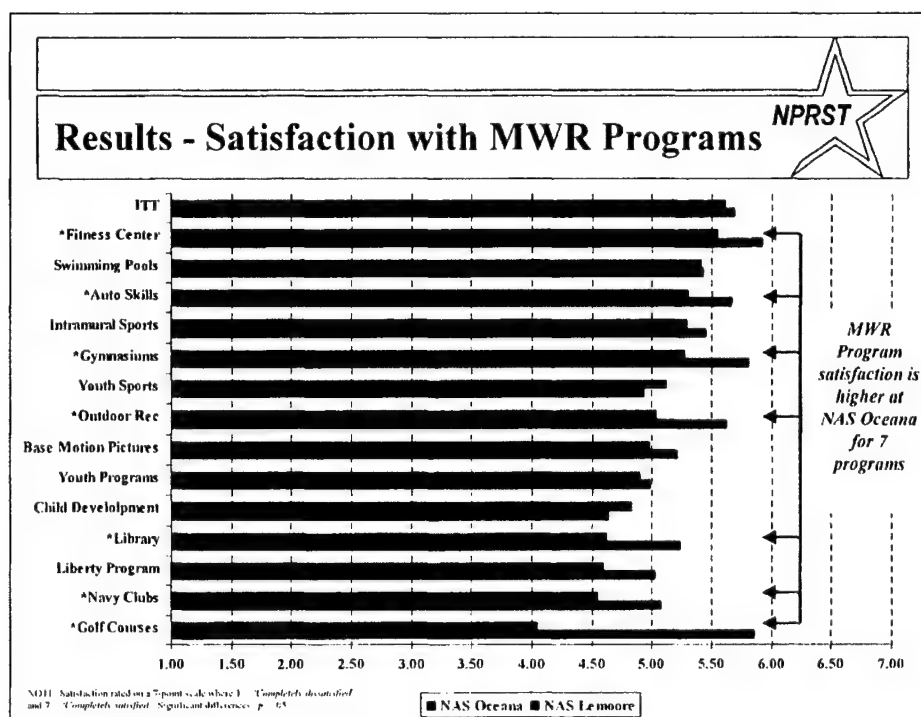
Most programs listed were believed to be available at both NAS Lemoore and NAS Oceana. Some respondents (19%) reported that the base motion picture program was not available at NAS Oceana while respondents at NAS Lemoore reported a lack of availability of the golf course (45%) and the base library (30%).



Where programs are available, respondents were asked whether they used the program or not. Respondents could select the response option *Don't use the program* or provide a rating of their satisfaction with the program. Satisfaction ratings were subsequently combined to provide an estimate of the percent of program users.

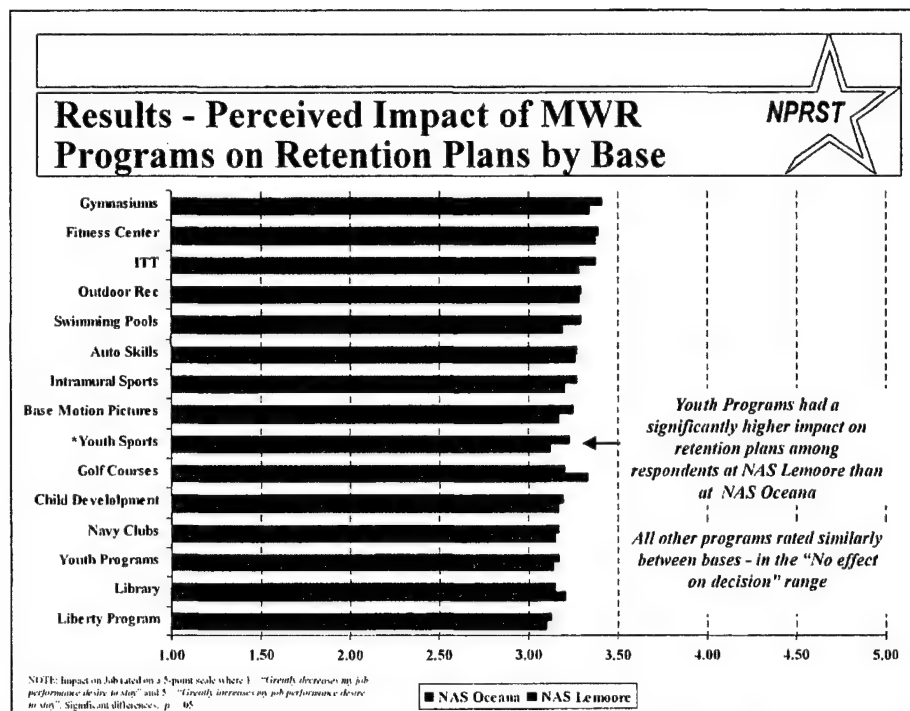
The top three most frequently used MWR programs include the fitness center, gymnasiums, and information, tickets, and tours (ITT). This list of top three most frequently used programs aligns with findings from the 2000 MWR Customer Survey (Rosenfeld & Uriell, 2000) where the three most frequently used programs, Navy-wide, are fitness centers (91%), ITT (87%), and gymnasiums (86%).

When examining MWR program use, respondents at NAS Lemoore used most MWR programs significantly more than respondents at NAS Oceana. Only for the child development program, Navy clubs (food and beverage program), ITT, auto skills, and golf courses did respondents at NAS Lemoore and NAS Oceana use programs in similar proportions.



MWR patron satisfaction was compared between respondents from NAS Lemoore and NAS Oceana. A series of ANOVAs was conducted with each MWR program listed as a dependent variable. Results revealed significant differences between patrons at NAS Lemoore and NAS Oceana for the fitness center ($F = 8.16$, $df = 1, 401$, $p < .05$), auto skills ($F = 5.16$, $df = 1, 288$, $p < .05$), gymnasiums ($F = 12.60$, $df = 1, 355$, $p < .05$), outdoor recreation program ($F = 11.21$, $df = 1, 280$, $p < .05$), library ($F = 6.04$, $df = 1, 179$, $p < .05$), Navy clubs (food and beverage; $F = 7.04$, $df = 1, 270$, $p < .05$), and golf courses ($F = 63.08$, $df = 1, 217$, $p < .05$). For each of these programs, patrons at NAS Oceana were significantly more satisfied than patrons at NAS Lemoore. Differences are not significant for ITT, swimming pools, intramural sports, youth sports, base motion pictures program, youth programs, child development, and the liberty program ($p > .05$).

Interpretation of mean scores shows that respondents at both NAS Lemoore and NAS Oceana report satisfaction with MWR programs predominantly in the *Somewhat satisfied* (life needs with mean scores from 4.51 to 5.5) range. Respondents for one program (i.e., golf) at one base (i.e., NAS Lemoore) report satisfaction in the *Neutral* range (life needs with mean scores from 3.51 to 4.5).



MWR program impact on retention plans was compared between respondents from NAS Lemoore and NAS Oceana. Program impact on retention plans was measured by one item for each of 15 programs in the leisure and recreation domain that asked respondents, "How important are the following aspects of Navy MWR programs and facilities to your retention decision?" The list of 15 MWR programs followed and respondents rated their satisfaction on a 5-point Likert scale where 1 = *Greatly decreases desire to stay*, 3 = *No effect on decision*, and 5 = *Greatly increases desire to stay*.

An ANOVA was conducted examining the impact each MWR program had on a respondent's retention plans. With one exception, results indicate no significant group differences between respondents from NAS Lemoore and NAS Oceana on the impact MWR programs had on their retention plans ($p > .05$). Patrons from the youth sports program at NAS Lemoore report a significantly greater impact of this program on their retention plans than patrons at NAS Oceana ($F = 3.98$, $df = 1, 471$, $p < .05$).

Interpretation of mean scores show that respondents at both NAS Lemoore and NAS Oceana report impact of MWR programs on retention plans entirely in the *Neutral* (life needs with mean scores from 2.51 to 3.5) range.

Results - Relationship between MWR Programs Satisfaction and Organizational Outcomes

NPRST

Program	Global QOL		Org Commitment		Impact on Retention	
	Pearson <i>r</i>		Pearson <i>r</i>		Pearson <i>r</i>	
	NAS Lemoore	NAS Oceana	NAS Lemoore	NAS Oceana	NAS Lemoore	NAS Oceana
Auto Skills	.13	.20**	.06	.13	.01	.09
Base Motion Pictures	.36**	.10	.29**	.28**	.23**	.01
Child Development	.16	.11	.13	.03	.16	-.03
Fitness Centers	.37**	.21**	.22**	.19**	.20**	.08
Golf Courses	.16	.26**	.18	.24**	.02	.09
Gymnasiums	.38**	.22**	.27**	.14	.20**	.05
Intramural Sports	.40**	.14	.36**	.22**	.21**	.03
ITT	.27**	.32**	.25**	.22**	.33**	.11
Liberty Program	.48**	.14	.30**	.22	.22	.14
Library	.29**	.17	.20	.08	.28*	.04
Navy Clubs (Food & Bev)	.28**	.27**	.06	.12	.15	-.02
Outdoor Recreation	.37**	.31**	.30**	.26**	.17*	.12
Swimming Pools	.23**	.35**	.28**	.23**	.26**	.07
Youth Programs	.19	.36**	.22	.13	.13	.09
Youth Sports	.29**	.29**	.21	.24**	.09	.05

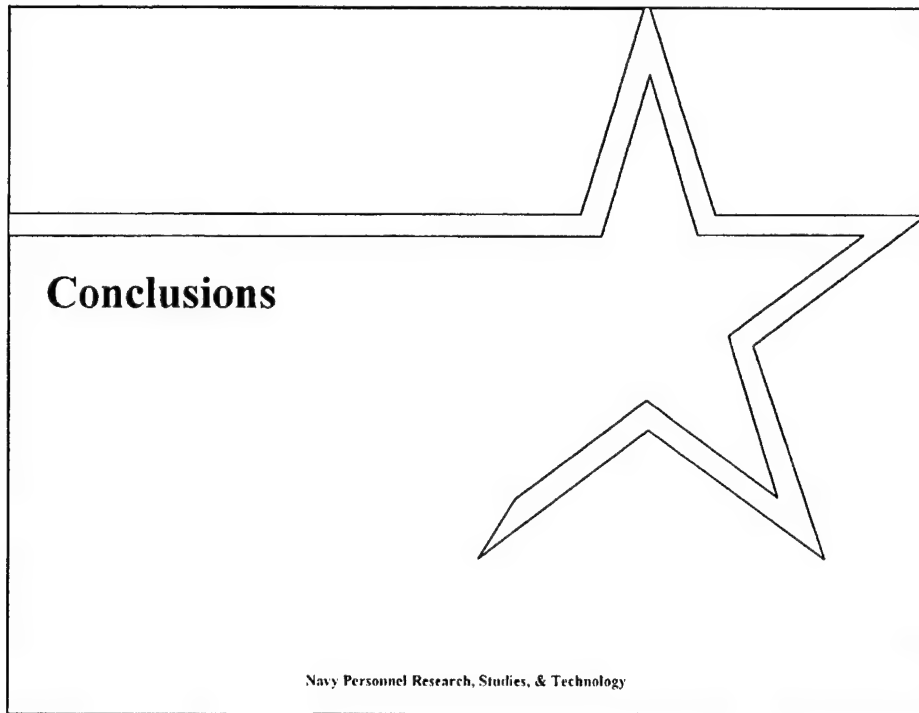
Pearson's correlation tests (*r*) were conducted to examine the strength and direction of the relationship between MWR program satisfaction and organizational outcomes (i.e., global QOL, organizational commitment, and retention plans). Overall, many programs appear to be significantly related to global QOL and organizational commitment.

Correlations between MWR program satisfaction and global QOL show significant relationships with moderate strength in a positive direction (i.e., as satisfaction with an MWR program increases, global QOL increases) among patrons at both NAS Lemoore and NAS Oceana for fitness and recreation, gymnasiums, ITT, Navy clubs (food and beverage), outdoor recreation, swimming pools, and youth sports. Significant correlations only occur between MWR program satisfaction and global QOL for patrons at NAS Oceana for auto skills, golf courses, and youth programs. Significant correlations occur between MWR program satisfaction and global QOL for patrons at NAS Lemoore for the base motion picture program, the liberty program, and the library program. Only the child development program was not significantly related to global QOL among respondents at either base.

Analyses examining the relationship between MWR program satisfaction and organizational commitment revealed significant relationships with moderate strength in a positive direction (i.e., as satisfaction with an MWR program increases, organizational commitment increases) among

patrons at both NAS Lemoore and NAS Oceana for base motion pictures, fitness centers, intramural sports, ITT, outdoor recreation, and swimming pools. Significant correlations between MWR programs and organizational commitment for patrons only at NAS Oceana occur for the golf course program and youth sports. Significant correlations between MWR programs and organizational commitment for patrons only at NAS Lemoore occur for gymnasiums and the liberty program. The child development program, library, Navy clubs (food and beverage), and youth programs were not significantly related to organizational commitment among respondents at either base.

The relationship between MWR programs and retention intent showed that no program was significantly related to retention intent at NAS Oceana. At NAS Lemoore, the base motion picture program, fitness centers, gymnasiums, intramural sports, ITT, outdoor recreation, and swimming pools were significantly correlated with retention plans. This means that as satisfaction with an MWR program increases, retention intent increases. Among respondents at both NAS Oceana and NAS Lemoore, the auto skills program, child development program, golf courses, liberty program, Navy clubs (food and beverage), youth programs, and youth sports were not significantly related to retention intent.



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Conclusions - Impact of Life Needs on Organizational Outcomes

NPRST

- **General consistency between self-report of life need impact on lives and correlational analyses**
 - **Respondents from NAS Lemoore and NAS Oceana rated satisfaction with life needs similarly - no significant base differences**
 - **Life need mean scores and correlations show that non-work life needs appear to have a slightly stronger impact on outcomes**

The objective of this study is to compare QOL and the impact of MWR programs on retention among officer and enlisted in the aviation community at NAS Lemoore and NAS Oceana. Results generally support the notion that there is a significant relationship between life need satisfaction and organizational outcomes (i.e., global QOL, job performance, organizational commitment, and retention plans). Life needs representing personal growth (i.e., personal development, spiritual development), professional development, residence and neighborhood were consistently significantly related to each organizational outcome among respondents from NAS Lemoore and NAS Oceana. Additionally, there were no significant differences between respondents at NAS Lemoore and NAS Oceana in their satisfaction with life needs, the impact of life needs on job performance, or the impact of life needs on retention plans (with one exception - respondents at NAS Lemoore rated the impact of children on their retention plans significantly higher than respondents at NAS Oceana, although both groups of respondents rated this life need in the *Neutral* range).

Previous Navy QOL studies (Wilcove et al., 2001) suggest that life needs can be grouped into two groups: work-related and non-work related. Results from Wilcove et al. (2001) indicate that non-work factors (i.e., relationship with spouse, relationship with children, personal development, standard of living/income) were significantly related to retention plans whereas work-related life needs (i.e., professional development, shipboard life) were related to organizational commitment and then to retention plans.

Conclusions - Impact of MWR Programs on Organizational Outcomes

NPRST

- **General consistency between self-report of MWR program impact on lives and correlational analyses**
 - **Programs consistently support global QOL and organizational commitment**
 - **Sailors at NAS Oceana significantly more satisfied with MWR programs than Sailors at NAS Lemoore**
 - **MWR program impact on retention plans**
 - › *Sailors rate program impact in the “neither positive nor negative effect” response category*
 - › *Correlations: ITT, Swimming Pools, Base Motion Pictures, Fitness Centers, Intramural Sports, and Gymnasiums significantly related to retention plans*
 - › *Non-significant relationship between on-base golf and retention plans*

Results from the present study are somewhat in line with findings from Wilcove et al. (2001). The life needs that are significantly related to retention plans are similar to those identified by Wilcove, Wolosin, and Schwerin (2001). One possible reason that the results of the present study are not more closely aligned with Wilcove et al. (2001) is that the current study did not have enough participants to allow for structural equation modeling (SEM) where co-variation (strong inter-relationships among life needs) can be modeled and partialled out.

In addition to examining life needs, a second objective of this project was to study the impact of MWR programs on organizational outcomes (i.e., global QOL, job performance, organizational commitment, and retention plans). Satisfaction with MWR programs appeared more consistently related to global QOL and organizational commitment than retention plans. When asked directly, most respondents from both bases reported that MWR programs had neither a positive nor negative effect on retention plans. Correlational analyses show that some programs are significantly related to retention plans.

When we look at identifying those MWR programs that are significantly related to retention plans, correlational analyses indicate that no program was significantly related to retention intent at NAS Oceana. This may be due to the wide variety of leisure and recreation activities in the civilian community. At NAS Lemoore, the base motion picture program,

Limitations



NPRST

- **Results should be interpreted with caution due to low response rate, potential representativeness questions**
- **Additional analyses comparing respondent groups demonstrate that the base samples are comparable**
- **Difficult to interpret correlations due to strong, positive intercorrelation among outcome items**
 - **Not able to use the more powerful statistical test (multiple regression analysis) due to low response rate**
 - **Revised plan: Descriptive and correlational analyses looked for convergence in results**

fitness centers, gymnasiums, intramural sports, ITT, outdoor recreation, and swimming pools were significantly related to retention plans. The auto skills program, child development program, golf courses, liberty program, Navy clubs (food and beverage), youth programs, and youth sports were not significantly related to retention intent among respondents at either base.

In examining the impact golf courses have on Sailor retention, neither golf at NAS Oceana (where there is an on-base golf course) nor golf at NAS Lemoore (off-base golf course with no military discount; M. Pittam, personal communication, December 18, 2001) appear to be related to retention plans. When examining other organizational outcomes (i.e., global QOL and organizational commitment), golf at NAS Oceana appears to be significantly related to these outcomes whereas the golf program operating in the Lemoore community does not. This is probably a result of the low satisfaction with the existing golf program in the Lemoore community.

This does not mean that MWR programs don't have a significant effect on retention for some individuals. A small percent of respondents at each base indicate that MWR programs have a strong impact on their retention plans. Across all MWR programs, 2-4 percent of respondents at both bases reported that MWR programs *greatly decrease their desire to stay in the Navy* while 5-11 percent of respondents report that MWR programs *greatly increase their desire to remain in the Navy*.

Advantages



NPRST

- **Life domains approach proven method of evaluating Sailor QOL**
- **Study design appropriate for research question**
 - **Study examined both life needs and QOL programs**
 - **Bases included in study differ only on variable of interest**
 - **NAS Oceana has an on-base golf course, NAS Lemoore does not**

There are several limitations to this study that are worth noting. First, there was an unusually low response rate for participation in this study. This could bring the representativeness of the respondents from each base into question. Several steps were taken in advance to encourage participation in the study - on-site briefings of each respective unit commanders (i.e., base commanding officer, air wing commanders, and squadron commanding officers), a reasonably brief survey instrument, and on-site survey distribution. Probably the main suppressor of response rates was the terrorist attack on America six days after surveys were distributed by squadron points of contact.

Another limitation of this study is the power of the statistical tests used for analysis. As a result of the small sample size, the analysis plan established prior to data collection had to be modified. More powerful multiple regression analyses were planned because one can gain a better understanding of the relative importance of a variable in predicting an outcome measure score. Four multiple regression analyses would have been conducted - one per base examining the relationship between life needs and retention plans and one per base examining the relationship between MWR programs and retention plans. Multiple regression analysis requires approximately 30 participants per independent variable for each analysis (approximately 450 respondents required to conduct an analysis at each base examining MWR program impact on retention plans and approximately 360 respondents at each base to examine life need impact on retention plans). The sample size for this study fell short of the necessary sample size by approximately 200 respondents at each base.

In spite of these limitations, this evaluation used a sound theory-based measure to evaluate Sailor QOL. The life domains approach is used in military and non-military settings to evaluate global QOL as well as life needs in specific areas. The addition of an MWR program section for the purpose of this study allowed us to examine life needs as well as programs developed to positively affect those life needs. Although an objective of the study was to examine the impact of MWR programs on retention plans, having a study solely focused on MWR programs might have over-represented the importance of MWR programs to a Sailor's retention decision. Looking at both life needs and MWR programs helped provide the larger context that influences retention intent.

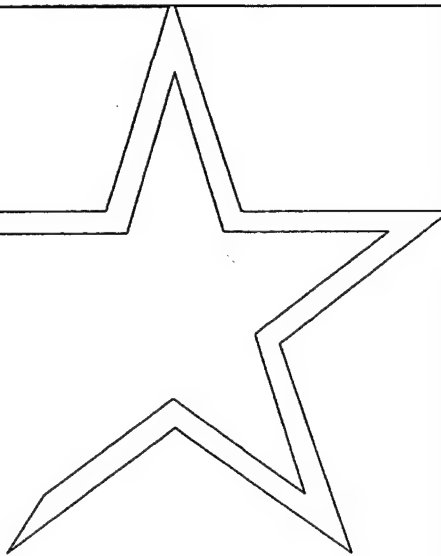
In examining the impact of MWR programs on aviator retention, a methodological strength is we can compare two bases that are very similar in terms of base mission, training, and manning. Although very different in terms of geographic location and community resources, this approach allows us to compare QOL at a base near a large metropolitan area versus a base at a somewhat rural location. It also allows us to compare the impact of the golf program at NAS Oceana, where there is a strong golf program, to NAS Lemoore, where there is no on-base golf program. One would expect that if golf were significantly related to retention, a strong positive relationship would be reflected in the data collected at NAS Oceana.

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Appendix A

Survey Instrument

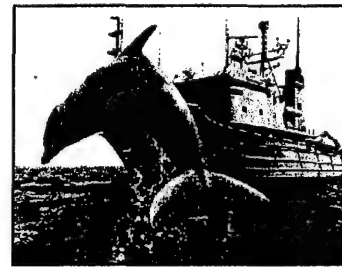
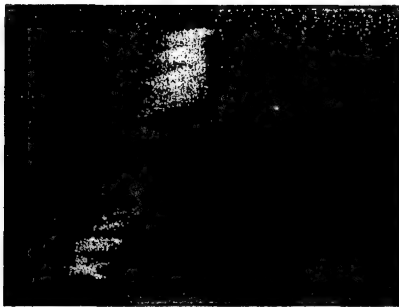


Navy Personnel Research, Studies, & Technology



Commander Navy Personnel Command

Navy Quality of Life Survey – 2001



Navy Personnel Research, Studies, and Technology
Millington, TN 38055-1400



Dear Survey Participant,

This survey will ask you a number of questions about how you feel about your life. There are many aspects to life and this survey attempts to cover the major ones for most people. Despite the survey length, we think you will find most of the questions interesting and easy to answer because they ask you about YOUR life. Because all people don't feel the same way about what happens to them in everyday life, there are no right or wrong answers.

We are interested in YOUR opinions. We hope that you will answer each question carefully and frankly. Your answers will help us form an accurate assessment of the quality of life experienced by Navy personnel. Your responses will never be singled out individually and you are free to leave blank any question you do not wish to answer.

The QOL survey is being conducted by the Institute for Organizational Assessment (PERS-14), at the Navy Personnel, Research, Studies, and Technology Department (NPRST). If you have any questions, please call or email us at:

Dr. Michael Schwerin, DSN 882-4654; (901) 874-4654; michael.schwerin@persnet.navy.mil

Thank you VERY much for your opinions!

IMPORTANT MARKING INSTRUCTIONS

- ★ MARK ALL ANSWERS ON SEPARATE ANSWER FORM
- ★ USE NO. 2 PENCIL ONLY
- ★ Do NOT use Ink, ballpoint, or felt tip pens on answer form
- ★ Erase cleanly and completely any changes you make
- ★ Make black marks that fill in the circle
- ★ When applicable, write the numbers in the boxes at the top of the block
- ★ Do NOT make stray marks on the answer form
- ★ Do NOT fold, tear, or mutilate the answer form

PRIVACY NOTICE

Public Law 93-579, called the Privacy Act of 1974, requires that you be informed of the purpose of this survey and of the uses to be made of the information collected.

AUTHORITY: The Navy Personnel Research, Studies, and Technology Department may collect the information requested in this survey under the authority Title 5, U.S. Code 301, and Title 10, U.S. Code 3051 and 3052, and Executive Order 9397. License to administer this survey is granted under OPNAV Report Control Symbol 1700-5, which expires on 31 Dec 2009.

PRINCIPAL PURPOSE: The information collected in this survey will be used to evaluate existing and proposed policies, procedures, and programs in the Department of Defense. The data will be analyzed and maintained by the Navy Personnel Research, Studies, and Technology Department.

ROUTINE USES: None.

CONFIDENTIALITY: All responses will be held in confidence. The information you provide will be considered only when statistically combined with the responses of others, and will not be identified with any single individual. Personal identifiers will be used only to conduct retention and other follow-on research as needed. The information you provide will not become part of your permanent record and will not affect your career in any way.

PARTICIPATION: Providing information is completely voluntary. Failure to respond to any questions will not result in any penalties except lack of your opinions in the survey results.

A. Please write your social security number in the space marked **Identification #** at the top of the answer sheet.

B. Please write your birthday in the space marked **Birthdate** at the top of the answer sheet.

CAREER AND JOB

1. What was your career plan when you joined the Navy?

- A) To complete my initial enlistment or obligation, then leave the Navy
- B) To complete training in a trade or skill, then leave the Navy
- C) To make the Navy a career (20 or more years)
- D) I was not sure of my plans when I joined
- E) Other (Please specify):

2. How likely is it that you will stay in the Navy at least until you are eligible to retire? **MARK ONLY ONE ANSWER.**

- A) Eligible to retire now
- B) Definitely will stay in the Navy until retirement
- C) Probably will stay in the Navy until retirement
- D) Don't know if I will stay in the Navy until retirement
- E) Probably will NOT stay in the Navy until retirement
- F) Definitely will NOT stay in the Navy until retirement

3. If you are eligible to retire, what are your career plans?

- A) N/A Not eligible to retire
- B) Have decided to leave now
- C) Have made no decision yet
- D) Have decided to stay

4. How much time remains in your current enlistment or service obligation (include obligated time left in current tour)?

- A) Less than 3 months
- B) 3 months to less than 7 months
- C) 7 months to less than 1 year
- D) 1 year to less than 2 years
- E) 2 years to less than 3 years
- F) 3 years or more

5. At your next decision point, how likely is it that you will remain in the Navy (Enlisted: reenlisting or extending; Officers: accepting new orders or extending)?

- A) Does not apply/Involuntarily separating
- B) Very unlikely
- C) Unlikely
- D) Undecided
- E) Likely
- F) Very likely

6. How many days since October 1, 2000 have you been away from your permanent duty station (berthed out of the area, not at home) for activities such as deployment, work-ups, training, and TAD?

- A) None
- B) 1-30 (one month or less)
- C) 31-60 (between one and two months)
- D) 61-120 (between three and four months)
- E) 121-180 (between five and six months)
- F) 181-240 (between seven and eight months)
- G) More than 240 days (nine months or more)

7. How would you rate the effect of the time you've spent away from your permanent duty station (Since 01 Oct 2000) for TAD, deployment, or for unit training on your overall satisfaction with Navy Life?

- A) I was not away from my permanent duty station since 01 Oct 2000
- B) Significant positive effect
- C) Positive effect
- D) No effect
- E) Negative effect
- F) Significant negative effect

8. In your current assignment, how many hours have you worked in a typical week at your Navy job?

- A) 40 hours or less
- B) 41-50 hours
- C) 51-60 hours
- D) 61-70 hours
- E) 71-80 hours
- F) 81 or more hours

How much do you AGREE or DISAGREE with the following statements?

	Completely Agree	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree	Completely Disagree
9. I would be very happy to spend the rest of my career in the Navy	A	B	C	D	E	F	G
10. I enjoy discussing the Navy with people in the civilian world	A	B	C	D	E	F	G
11. I really feel as if the Navy's problems are my own	A	B	C	D	E	F	G
12. I do not think that I could easily become as attached to another organization as I am to the Navy	A	B	C	D	E	F	G
13. I feel like "part of the family" in the Navy	A	B	C	D	E	F	G
14. I feel "emotionally attached" to the Navy	A	B	C	D	E	F	G
15. The Navy has a great deal of personal meaning for me	A	B	C	D	E	F	G
16. I feel a strong sense of belonging to the Navy	A	B	C	D	E	F	G

17. What impact does your career development have on your ability to perform your job?

- A) Greatly increases job performance
- B) Increases job performance
- C) No effect on job performance
- D) Decreases job performance
- E) Greatly decreases job performance

18. What impact does your career development have on your desire to stay in the Navy?

- A) Greatly increases desire to stay
- B) Increases desire to stay
- C) No effect on decision
- D) Decreases desire to stay
- E) Greatly decreases desire to stay

19. What impact does your current job have on your desire to stay in the Navy?

- A) Greatly increases desire to stay
- B) Increases desire to stay
- C) No effect on decision
- D) Decreases desire to stay
- E) Greatly decreases desire to stay

LEADERSHIP

How much do you agree or disagree with the following statements about your COMMAND LEADERSHIP (CO, XO, OIC, CMC/COB)?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
20. My command leadership has adequate training/ expertise to do their job.	A	B	C	D	E
21. My command leadership makes good decisions.	A	B	C	D	E
22. My command leadership deals well with subordinates.	A	B	C	D	E
23. My command leadership is fair and ethical in dealing with others.	A	B	C	D	E
24. Overall, I am satisfied with the quality of my command leadership.	A	B	C	D	E

SHIPBOARD LIFE

25. How many times have you been on deployment during the past 5 years (A "deployment" is scheduled time away from homeport for 90 days or more/60 days or more for submariners)?

- A) None
- B) One
- C) Two
- D) Three
- E) Four or more

26. Are you now or have you ever served aboard ship for 90 days or more/60 days or more for submariners?

- A) Yes, I am currently serving aboard ship → Go to Question 27
- B) Yes, I have served aboard ship in the past → Go to Question 30
- C) No, I have never served aboard ship → Go to Personal Health on Page 5
- D) Does not apply

27. Which of the following statements describes why you are currently serving aboard ship. **MARK ONLY ONE ANSWER.**

- A) I am presently on deployment
- B) I am living **and** working aboard ship in port
→ **Go to Question 30**
- C) I am working aboard ship in port and living elsewhere → **Go to Question 30**
- D) I am currently assigned to a ship, but am living and working elsewhere (e.g., Blue/Gold Crews)

28. How long is your scheduled deployment for?

- A) 2 months
- B) 3 months
- C) 4 months
- D) 5 months
- E) 6 months or more

29. How much time is remaining in your deployment?

- A) 1 month or less
- B) 2 months
- C) 3 months
- D) 4 months
- E) 5 months
- F) 6 months or more

30. When did you last serve aboard ship for 90 days or more/60 days or more for submariners?

- A) Currently serving aboard ship for 90 days or more
- B) Within the last year
- C) 1-2 years ago
- D) 3-4 years ago
- E) 5-6 years ago
- F) More than 6 years ago → **Go to PERSONAL HEALTH** on this page

31. What impact does shipboard life have on your ability to perform your job?

- A) Greatly increases job performance
- B) Increases job performance
- C) No effect on job performance
- D) Decreases job performance
- E) Greatly decreases job performance

32. What impact does shipboard life have on your desire to stay in the Navy?

- A) Greatly increases desire to stay
- B) Increases desire to stay
- C) No effect on decision
- D) Decreases desire to stay
- E) Greatly decreases desire to stay

PERSONAL HEALTH

33. What impact does your personal health have on your ability to perform your job?

- A) Greatly increases job performance
- B) Increases job performance
- C) No effect on job performance
- D) Decreases job performance
- E) Greatly decreases job performance

34. What impact does your personal health have on your desire to stay in the Navy?

- A) Greatly increases desire to stay
- B) Increases desire to stay
- C) No effect on decision
- D) Decreases desire to stay
- E) Greatly decreases desire to stay

SAILOR PREPAREDNESS

SAILOR PREPAREDNESS refers to your preparation and ability to perform your Navy job. This includes your formal and on-the-job training, your preparations for deployment, and other factors that may impact your job.

If you have to deploy on short notice in the future, have you made provisions for each of the following?

	Yes	No	N/A
35. A will	A	B	C
36. A joint checking account	A	B	C
37. A power of attorney	A	B	C
38. Childcare	A	B	C
39. Elder care	A	B	C
40. Care for pets	A	B	C
41. An updated SGLI	A	B	C
42. An updated Page 2	A	B	C
43. Storage of possessions	A	B	C
44. Payment of bills	A	B	C
45. Management of investments	A	B	C
46. Family Healthcare	A	B	C

If you are deployed, have you lost time from work due to any of the following personal reasons?

	Yes	No
47. Does not apply/Not deployed	A	B
48. Your education (if not part of your military duties)	A	B
49. Emergency leave	A	B
50. Medical or dental needs	A	B
51. Other	A	B

How much do you AGREE or DISAGREE with the following statements?

	Completely Agree	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree	Completely Disagree
52. My Navy training/education has been effective	A	B	C	D	E	F	G
53. My job matches my level of ability	A	B	C	D	E	F	G
54. My job matches my level of training	A	B	C	D	E	F	G
55. My job matches my level of experience	A	B	C	D	E	F	G
56. My Navy training/education has allowed me to excel on the job	A	B	C	D	E	F	G
57. I am satisfied with the level of operational training (on-the-job experiences) I have received in the Navy	A	B	C	D	E	F	G
58. My other duties, such as collateral duties or working parties, take away from my primary duties	A	B	C	D	E	F	G
59. The majority of my time in the Navy has been spent working in my rating (enlisted) or my major field/specialty (officers)	A	B	C	D	E	F	G
60. The time I spend away from homeport/permanent duty station increases my desire to leave the Navy	A	B	C	D	E	F	G

61. Where have you been located for the past month?

- A) Ashore
 B) Ashore and deployed
 C) Deployed → Go to Question 73

In the past month, how much time did you take off from work for each of the following FAMILY reasons (include instances when you arrived late or left early or took scheduled leave time)?

	None	Less than 1 hour	1-2 hours	3-4 hours	5-7 hours	1 day	2-5 days	More than 5 days
62. Caring for children (e.g., a sick child, school visits, no sitter, discipline)	A	B	C	D	E	F	G	H
63. Helping spouse (e.g., illness or emotional problems)	A	B	C	D	E	F	G	H
64. Family business (e.g., financial or housing matters)	A	B	C	D	E	F	G	H
65. Family transportation	A	B	C	D	E	F	G	H
66. Other family matters	A	B	C	D	E	F	G	H

In the past month, how much time did you take off from work for each of the following PERSONAL reasons? (include instances when you arrived late or left early or took scheduled leave time)?

	None	Less than 1 hour	1-2 hours	3-4 hours	5-7 hours	1 day	2-5 days	More than 5 days
67. Your education (if not part of your military duties)	A	B	C	D	E	F	G	H
68. Your transportation (e.g., your car wouldn't start)	A	B	C	D	E	F	G	H
69. Pregnancy (e.g., prenatal care or doctor visit)	A	B	C	D	E	F	G	H
70. Your health (sick or doctor/dentist appointment)	A	B	C	D	E	F	G	H
71. Personal business (e.g., financial matters)	A	B	C	D	E	F	G	H
72. Other personal reasons	A	B	C	D	E	F	G	H

73. What impact does your preparedness have on your desire to stay in the Navy?

- A) Greatly increases desire to stay
- B) Increases desire to stay
- C) No effect on decision
- D) Decreases desire to stay
- E) Greatly decreases desire to stay

RESIDENCE

"RESIDENCE" means the place where you live ashore.

74. What impact does your residence have on your ability to perform your job?

- A) Greatly increases job performance
- B) Increases job performance
- C) No effect on job performance
- D) Decreases job performance
- E) Greatly decreases job performance

75. What impact does your residence have on your desire to stay in the Navy?

- A) Greatly increases desire to stay
- B) Increases desire to stay
- C) No effect on decision
- D) Decreases desire to stay
- E) Greatly decreases desire to stay

NEIGHBORHOOD

If you are in bachelor quarters, "neighborhood" refers to the immediate area around your quarters.

76. What impact does your neighborhood have on your ability to perform your job?

- A) Greatly increases job performance
- B) Increases job performance
- C) No effect on job performance
- D) Decreases job performance
- E) Greatly decreases job performance

77. What impact does your neighborhood have on your desire to stay in the Navy?

- A) Greatly increases desire to stay
- B) Increases desire to stay
- C) No effect on decision
- D) Decreases desire to stay
- E) Greatly decreases desire to stay

LEISURE AND RECREATION

How satisfied are you with the following aspects of Navy MWR programs and facilities?

	Satisfaction with the program?								
	Program not available on base	Don't use the program	Completely Satisfied	Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Dissatisfied	Completely Dissatisfied
78. Navy Child Development Programs	A	B	C	D	E	F	G	H	I
79. Youth Programs	A	B	C	D	E	F	G	H	I
80. Youth Sports	A	B	C	D	E	F	G	H	I
81. Navy Clubs	A	B	C	D	E	F	G	H	I
82. Fitness Centers	A	B	C	D	E	F	G	H	I
83. Single Sailor Centers	A	B	C	D	E	F	G	H	I
84. Gymnasiums/Courts	A	B	C	D	E	F	G	H	I
85. Intramural Sports	A	B	C	D	E	F	G	H	I
86. Golf Courses	A	B	C	D	E	F	G	H	I
87. Marinas	A	B	C	D	E	F	G	H	I
88. Swimming Pools	A	B	C	D	E	F	G	H	I
89. ITT/Tickets & Tours	A	B	C	D	E	F	G	H	I
90. Motion Pictures/Base Theater	A	B	C	D	E	F	G	H	I
91. Base Library	A	B	C	D	E	F	G	H	I
92. Auto Hobby	A	B	C	D	E	F	G	H	I
93. Outdoor Recreation Areas	A	B	C	D	E	F	G	H	I

How important are the following aspects of Navy MWR programs and facilities to your retention decision?

	Importance to retention decision?				
	Greatly increases desire to stay	Increases desire to stay	No effect on decision	Decreases desire to stay	Greatly decreases desire to stay
94. Navy Child Development Programs	A	B	C	D	E
95. Youth Programs	A	B	C	D	E
96. Youth Sports	A	B	C	D	E
97. Navy Clubs	A	B	C	D	E
98. Fitness Centers	A	B	C	D	E
99. Single Sailor Centers	A	B	C	D	E
100. Gymnasiums/Courts	A	B	C	D	E
101. Intramural Sports	A	B	C	D	E
102. Golf Courses	A	B	C	D	E
103. Marinas	A	B	C	D	E
104. Swimming Pools	A	B	C	D	E
105. ITT/Tickets & Tours	A	B	C	D	E
106. Motion Pictures/Base Theater	A	B	C	D	E
107. Base Library	A	B	C	D	E
108. Auto Hobby	A	B	C	D	E
109. Outdoor Recreation Areas	A	B	C	D	E

110. What impact do leisure and recreation activities have on your ability to perform your job?

- A) Greatly increases job performance
- B) Increases job performance
- C) No effect on job performance
- D) Decreases job performance
- E) Greatly decreases job performance

111. What impact do leisure and recreation activities have on your desire to stay in the Navy?

- A) Greatly increases desire to stay
- B) Increases desire to stay
- C) No effect on decision
- D) Decreases desire to stay
- E) Greatly decreases desire to stay

RELATIONSHIPS

Navy leadership recognizes that Navy life can present a challenge to maintaining a quality relationship with others such as friends, relatives, spouses/intimate others, and children. Your feedback will help Navy leaders better understand these challenges and make changes in these areas when possible.

FRIENDS AND FRIENDSHIPS

112. What impact do your friendships have on your ability to perform your job?

- A) Greatly increases job performance
- B) Increases job performance
- C) No effect on job performance
- D) Decreases job performance
- E) Greatly decreases job performance

113. What impact do your friendships have on your desire to stay in the Navy?

- A) Greatly increases desire to stay
- B) Increases desire to stay
- C) No effect on decision
- D) Decreases desire to stay
- E) Greatly decreases desire to stay

RELATIONSHIP WITH RELATIVES

114. Do you have any living relatives (parents, grandparents, brothers and sisters, and/or in-laws)?

- A) Yes
- B) No → Go to **MARRIAGE/INTIMATE RELATIONSHIP** on PAGE 9

115. What impact does your relationship with your relatives have on your ability to perform your job?

- A) Greatly increases job performance
- B) Increases job performance
- C) No effect on job performance
- D) Decreases job performance
- E) Greatly decreases job performance

116. What impact does your relationship with your relatives have on your desire to stay in the Navy?

- A) Greatly increases desire to stay
- B) Increases desire to stay
- C) No effect on decision
- D) Decreases desire to stay
- E) Greatly decreases desire to stay

MARRIAGE/INTIMATE RELATIONSHIP

117. At this time are you:

- A) Married
- B) Involved in a serious intimate relationship, but not married
- C) Not seriously involved with anyone → Go to **RELATIONSHIP WITH YOUR CHILDREN** on this page

118. What impact does your marriage/intimate relationship have on your ability to perform your job?

- A) Greatly increases job performance
- B) Increases job performance
- C) No effect on job performance
- D) Decreases job performance
- E) Greatly decreases job performance

119. What impact does your marriage/intimate relationship have on your desire to stay in the Navy?

- A) Greatly increases desire to stay
- B) Increases desire to stay
- C) No effect on decision
- D) Decreases desire to stay
- E) Greatly decreases desire to stay

RELATIONSHIP WITH YOUR CHILDREN

120. Are there children under the age of 21 living in your household?

- A) Yes
- B) No → Go to **PERSONAL DEVELOPMENT** on this page

121. What impact does your relationship with your children have on your ability to perform your job?

- A) Greatly increases job performance
- B) Increases job performance
- C) No effect on job performance
- D) Decreases job performance
- E) Greatly decreases job performance

122. What impact does your relationship with your children have on your desire to stay in the Navy?

- A) Greatly increases desire to stay
- B) Increases desire to stay
- C) No effect on decision
- D) Decreases desire to stay
- E) Greatly decreases desire to stay

PERSONAL DEVELOPMENT

123. What is the highest level of education you have received while in the Navy?

- A) None
- B) Alternate degree/GED/homestudy/Adult-school certification
- C) Completed vocational training
- D) High School diploma/graduate
- E) Some college, no degree
- F) Associate's degree or other 2-year degree
- G) Bachelor's degree (B.A. or B.S.)
- H) Some graduate school courses
- I) Master's degree (M.A., M.S., M.B.A., etc.)
- J) Doctoral/ professional degree (J.D., Ph.D., M.D., etc.)

How much do you agree or disagree with the following statements regarding Navy training/ education?

	Completely Agree	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree	Completely Disagree
124. I have access to adequate military technical training	A	B	C	D	E	F	G
125. I have access to adequate general military training/ education	A	B	C	D	E	F	G
126. I have access to training opportunities to upgrade my military skills and qualifications	A	B	C	D	E	F	G
127. I am satisfied with the amount of time I am given to upgrade my skills	A	B	C	D	E	F	G
128. Navy training/ education has prepared me well for my current job	A	B	C	D	E	F	G
129. Navy training/ education has prepared the members of my workgroup/ squadron to do their current jobs well	A	B	C	D	E	F	G

How satisfied are you with the progress you have made regarding the following aspects of your personal development?

	Completely Satisfied	Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Dissatisfied	Completely Dissatisfied
130. Ability to get along with others	A	B	C	D	E	F	G
131. Ability to solve problems	A	B	C	D	E	F	G
132. Ability to make good decisions	A	B	C	D	E	F	G
133. Intellectual growth	A	B	C	D	E	F	G
134. Physical appearance	A	B	C	D	E	F	G
135. Your educational goals	A	B	C	D	E	F	G
136. General competence	A	B	C	D	E	F	G
137. Self-discipline	A	B	C	D	E	F	G
138. Your personal goals	A	B	C	D	E	F	G

139. What impact does your personal development have on your ability to perform your job?

- A) Greatly increases job performance
- B) Increases job performance
- C) No effect on job performance
- D) Decreases job performance
- E) Greatly decreases job performance

140. What impact does your personal development have on your desire to stay in the Navy?

- A) Greatly increases desire to stay
- B) Increases desire to stay
- C) No effect on decision
- D) Decreases desire to stay
- E) Greatly decreases desire to stay

STANDARD OF LIVING/INCOME

The following questions ask about your financial status. The results will be presented in a manner that ensures that you cannot be identified. The information from these questions will be used to evaluate current policies and programs.

141. What impact does your standard of living/income have on your ability to perform your job?

- A) Greatly increases job performance
- B) Increases job performance
- C) No effect on job performance
- D) Decreases job performance
- E) Greatly decreases job performance

142. What impact does your standard of living/income have on your desire to stay in the Navy?

- A) Greatly increases desire to stay
- B) Increases desire to stay
- C) No effect on decision
- D) Decreases desire to stay
- E) Greatly decreases desire to stay

SPIRITUAL WELL-BEING

143. Is religion or spirituality an important factor in your life?

- A) Yes
- B) No → Go to LIFE AS A WHOLE on PAGE 11

144. What impact does your spiritual well-being have on your ability to perform your job?

- A) Greatly increases job performance
- B) Increases job performance
- C) No effect on job performance
- D) Decreases job performance
- E) Greatly decreases job performance

145. What impact does your spiritual well-being have on your desire to stay in the Navy?

- A) Greatly increases desire to stay
- B) Increases desire to stay
- C) No effect on decision
- D) Decreases desire to stay
- E) Greatly decreases desire to stay

LIFE AS A WHOLE

146. How satisfied are you with your life overall?

- A) Completely Satisfied
- B) Satisfied
- C) Somewhat Satisfied
- D) Neither Satisfied nor Dissatisfied
- E) Mostly Dissatisfied
- F) Dissatisfied
- G) Completely Dissatisfied

147. How satisfied are you with the military way of life?

- A) Completely Satisfied
- B) Satisfied
- C) Somewhat Satisfied
- D) Neither Satisfied nor Dissatisfied
- E) Mostly Dissatisfied
- F) Dissatisfied
- G) Completely Dissatisfied

148. How do you feel about your life at the present time?

- A) Very optimistic
- B) Optimistic
- C) Neither optimistic nor pessimistic
- D) Pessimistic
- E) Very pessimistic

149. What impact does your quality of life in the Navy have on your ability to perform your job?

- A) Greatly increases job performance
- B) Increases job performance
- C) No effect on job performance
- D) Decreases job performance
- E) Greatly decreases job performance

150. What impact does your quality of life in the Navy have on your desire to stay in the Navy?

- A) Greatly increases desire to stay
- B) Increases desire to stay
- C) No effect on decision
- D) Decreases desire to stay
- E) Greatly decreases desire to stay

OVERALL SATISFACTION WITH LIFE EXPERIENCES

You have been asked about your experiences in critical areas of Navy life such as your Residence, Shipboard Life, and your Military Job. How satisfied are you OVERALL in each of those areas?

	Completely Satisfied	Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Dissatisfied	Completely Dissatisfied	N/A
151. Career Development	A	B	C	D	E	F	G	
152. Your current job	A	B	C	D	E	F	G	
153. Shipboard Life	A	B	C	D	E	F	G	H
154. Personal Health	A	B	C	D	E	F	G	
155. Preparedness to do your job	A	B	C	D	E	F	G	
156. Residence	A	B	C	D	E	F	G	
157. Neighborhood	A	B	C	D	E	F	G	
158. Leisure & Recreation	A	B	C	D	E	F	G	
159. Friends and Friendships	A	B	C	D	E	F	G	
160. Relationships with Relatives	A	B	C	D	E	F	G	H
161. Marriage/Intimate Relationship	A	B	C	D	E	F	G	H
162. Relationship with your Children	A	B	C	D	E	F	G	H
163. Personal Development	A	B	C	D	E	F	G	
164. Standard of Living/Income	A	B	C	D	E	F	G	
165. Spiritual Well-being	A	B	C	D	E	F	G	H

BACKGROUND

166. Are you:

- A) Male
- B) Female

167. Are you Spanish/Hispanic/Latino? Mark "No" if not Spanish/Hispanic/Latino.

- A) No, not Spanish/Hispanic/Latino
- B) Yes, Mexican, Mexican American, Chicano
- C) Yes, Puerto Rican
- D) Yes, Cuban
- E) Yes, other Spanish/Hispanic/Latino

Please mark one or more races to indicate what you consider yourself to be.

	Yes	No
168. American Indian or Alaska Native	A	B
169. Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese)	A	B
170. Black or African-American	A	B
171. Native Hawaiian or other Pacific Islander (e.g., Samoan, Guamanian)	A	B
172. White	A	B

Please mark your spouse's employment situation.

	Yes	No
173. I do not have a spouse	A	B
174. My spouse is in the military	A	B
175. My spouse is self-employed	A	B
176. My spouse works in a civilian job part time	A	B
177. My spouse works in a civilian job full time	A	B
178. My spouse is unemployed by choice	A	B
179. My spouse is unemployed, but actively seeking employment	A	B

Do you have any dependents?

	Yes	No
180. No, I have no dependents	A	B
181. Current Spouse (non-military)	A	B
182. Former Spouse (non-military)	A	B
183. Child(ren)	A	B
184. Legal ward(s)	A	B
185. Parents or other relative(s)	A	B

186. What is your paygrade group?

- A) E-1 to E-3
- B) E-4 to E-6
- C) E-7 to E-9
- D) W-2 to W-4
- E) O-1 to O-3
- F) O-4 or Above

187. How long have you been in your present paygrade?

- A) <1 year
- B) 1-3 years
- C) 3-5 years
- D) 5+ years

188. How long have you been on active duty in the Navy?

- A) <1 year
- B) 1-3 years
- C) 3-5 years
- D) 5-10 years
- E) 10-15 years
- F) 15-20 years
- G) 20+ years

189. If enlisted, are you in your first enlistment/extension, or if an officer, are you in your initial obligation/extension?

- A) Yes
- B) No

190. How long have you been in your present assignment/duty station?

- A) <1 year
- B) 1-3 years
- C) 3-5 years
- D) 5+ years

191. What is your current billet?

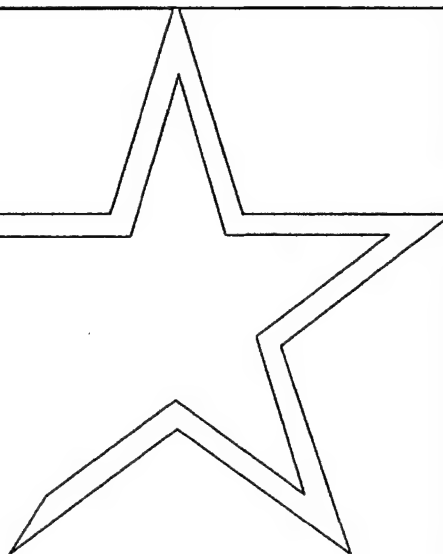
- A) Shore duty, CONUS
- B) Shore duty, OCONUS
- C) Sea duty, CONUS
- D) Sea duty, OCONUS
- E) Duty Under Instruction
- F) Other

192. Where are you currently located?

- A) Naval Air Station Oceana
- B) Naval Air Station Lemoore

Thank you VERY much for your time and opinions!!!

Appendix B Survey Instructions



Navy Personnel Research, Studies, & Technology

INSTRUCTIONS TO SQUADRON POINTS OF CONTACT

Navy Personnel Research, Studies, and Technology (NPRST) has been asked by the Assistant Commander Navy Personnel Command for Personnel Readiness and Community Support (PERS-6) to conduct a study of QOL among aviators and those in aviation squadrons. The 2001 Navy QOL survey is a comprehensive measure of Sailor QOL and will ask you to answer questions about various aspects of your life ranging from your work life to your personal life. This survey has been approved by the Navy Survey Office (PERS-00N) and is in accordance with Navy instructions safeguarding research participant rights.

Please distribute the surveys according to these instructions. We need to follow a detailed survey administration plan so that we can be assured that survey administration has been standardized at our data collection locations.

You should have the following materials in order to administer the 2001 Navy QOL Survey: survey booklets, response answer sheets, participant instruction sheets, sharpened pencils, and 1 FEDEX envelope.

In your stack of surveys, you will find that they have been separated by officer and enlisted. We will be administering surveys to all officers and a sample of enlisted in each squadron.

For the officers, you will give each officer in the squadron 1 survey booklet, 1 answer sheet, 1 instruction sheet, and 1 pencil.

For the enlisted, 25% of your enlisted will be selected to participate. Similarly, you will give each enlisted Sailor selected to participate 1 survey booklet, 1 answer sheet, 1 instruction sheet, and 1 pencil. You will distribute surveys much in the same way Sailors are selected for urinalysis – a survey will be given to enlisted Sailors depending on the last digit of their Social Security Number. You will start with the first random number (provided below) and distribute a survey to each enlisted Sailor in your squadron whose SSN ends with that random number. If you have any remaining surveys, move onto the next random number (provided below). Likewise, if you have any more remaining surveys, move onto the third random number.

The random numbers are as follows: 6, 7, 0, 1, 2, 3

EXAMPLE: You have 50 enlisted Sailors in your squadron. You check your roster and find that 20 have an SSN that ends in "6". You'll distribute surveys to those 20 Sailors. Now you have 30 surveys remaining – move onto the next random number – "7". You'll check your roster again and find that you have 18 people whose SSN ends in "7". You'll then distribute surveys to those 18 people, leaving you with 12 surveys left to distribute. Move onto the third random number "0" and check your roster for people whose SSN ends in "0" and give them surveys. Once you've run out of surveys, you are done selecting participants.

Once everyone has received and completed their survey, collect the answer sheets from them. Place them in the FEDEX envelope that I've provided for you. Remove the FEDEX slip that is in clear envelope stuck to the envelope and write in your sender information (return address, etc). Then, call FEDEX and have them pick your envelope up for delivery. Once you've done that, call our survey operations manager (Evangeline Clewis COM 901-874-4943; DSN 882-4943) and tell her how many answer sheets you've sent and what your tracking number is so she can look for the delivery.

SURVEY INSTRUCTIONS

- ★ Mark your response to the question in the survey booklet to the corresponding number on the response answer sheet
- ★ Erase cleanly and completely any changes you make
- ★ Make black marks that fill in the circle completely
- ★ When applicable, write the numbers in the boxes at the top of the block

SOCIAL SECURITY NUMBER								
1	2	3	4	5	6	7	8	9
0	0	0	0	0	0	0	0	0
①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

- ★ Write your Social Security Number in the space marked Identification # at the top of the answer form.
- ★ Write your birthday in the space marked Birthdate at the top of the answer form.

ADDITIONAL INSTRUCTIONS – EMPHASIZE DURING SURVEY ADMINISTRATION ON LOCATION

For questions 146 and 147 on survey booklet page 11, the response options should read:

- A) Completely Satisfied
- B) Satisfied
- C) Somewhat Satisfied
- D) Neither Satisfied nor Dissatisfied
- E) Somewhat Dissatisfied
- F) Dissatisfied
- G) Completely Dissatisfied

Distribution

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